

Department of

Teacher Education



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The Central Aims of the department are encompassed in the following framework:

A FRAMEWORK FOR TEACHING "Components of Professional Practice"	
<p>Domain 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Knowledge of content and the structure of discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge & language proficiency Knowledge of students' interests, and cultural heritage Knowledge of students' special needs <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Value, sequence, and alignment Clarity Balance Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Resources for classroom use Resources to extend content, knowledge and pedagogy Resources for students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning 	<p>Domain 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher interaction with students Student interactions with other students <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Importance of the content Expectations for learning and achievement Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Management of non-instructional duties Performance of non-instructional duties Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and use of physical resources
<p>Domain 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> Accuracy Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Non-instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> Information about the instructional program Information about individual students Engagement of families in the instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in culture of professional inquiry Service to the school Participation in school and district projects <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> Enhancement of content knowledge & pedagogical skill Receptivity to feedback from colleagues Service to the profession Service to students <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations 	<p>Domain 3: Instruction</p> <p>3a Communicating with Students</p> <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language <p>3b Using Questions and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and assignments Grouping of students Instructional materials and resources Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence

Introduction

President David O. McKay taught, "No greater responsibility can rest upon any man [or woman], than to be a teacher of God's children." (Conference Report, Oct. 1916, 57) We believe in programs that integrate theory and best practice. They are rigorous academic programs balanced with a strong theoretical knowledge base and extensive practical experiences in public school classrooms. The Teacher Education department offers degrees in Early Childhood Education/Early Childhood Special Education (ECE/ECSE), Elementary Education, and Special Education (K-12). Secondary Education programs are assigned to content-area departments across campus with core education courses provided by the Teacher Education department. All teacher education programs include a 'continuance' process to ensure that minimal standards are met to advance in the program. Minimum standards include basic proficiency skills assessments, minimum course grade requirements and g.p.a., demonstration of professional dispositions, etc. See <http://www.byui.edu/teacher-education> for a description of the continuance process, course prerequisites, and recommended course sequencing in each area.

Field Experiences

All education majors are required to enroll in multiple field experiences during their years of study. These are practicums within public school settings working with school-age children. Consequently, teacher candidates are required to submit fingerprints and personal information for a background check well in advance of their first day in the public schools. Students with questions about their background should approach Field Services Office officials before completing their background checks. Students should be aware that most placements for student teaching are made in distant sites and require a flexible schedule based upon public school calendars. Additional expenses will be incurred during this semester. Even those placed in the local area may be required to travel distances up to 90 miles to their placement school each day.

EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION

Early Childhood Education/Early Childhood Special Education (ECE/ECSE) prepares students to work with children who are typically developing and those children with special needs from birth through age eight. Students who successfully complete this program will be eligible to apply for the Blended Early Childhood/Early Childhood Special Education Idaho Teaching License, which allows them to teach general or special education classes in preschool through third grade. Students may also choose to work with young children and their families in home, agency, and preschool settings. Applied coursework and fieldwork involving children in a variety of settings will prepare students for successful career experiences. Students will demonstrate knowledge, understanding, and application of skills during four student teaching experiences with: (1) infants and toddlers, (2) preschoolers, (3) kindergarteners, and (4) first through third grade children in public schools, both general education and special education.

ECSE Major Requirements

- Requirements for Continuation: Each student must pass proficiency exams in the areas of math, language (writing and spelling), technology, and demonstrate professional disposition as defined by department (measured in ED 200 and ED 241). Details are available from the college Academic Discovery Center.
- Students must maintain a 3.0 cumulative GPA in major courses for continuation in the program.
- Students must earn a C- or better in all major courses.
- Students must successfully complete a performance-based field experience in each required practicum.
- Students must take and pass the following exams in order to qualify for student teaching and certification:
 *Praxis II Exams (0022/5022 and 5691/0691, or others as required by state licensure requirements)
 *Other Idaho State or departmental tests required for licensure (e.g. state literacy exams or technology exam)
- Beginning with their first 300-level field experience, all students must successfully complete a faculty review process to assure students are progressing satisfactorily in this program each semester.
- In the semester prior to student teaching, students must present a professional work sample portfolio to a Portfolio Review Committee documenting their acquisition of knowledge, skills, and competencies essential to becoming effective early childhood professionals. ECE/ECSE majors may not proceed to student teaching without the committee's recommendation.

ELEMENTARY EDUCATION

Elementary Education prepares students for teaching through a series of classes and practicum experiences designed to give students the practical knowledge they need to be successful in their careers. Students successfully completing the program will be eligible to apply for a K-8 Idaho Education Teaching License.

Elementary Education Major Requirements

- Requirements for Continuation: Students are expected to demonstrate competence in four areas before being allowed to progress to junior and senior level courses. Technology, math (3 exams), writing, and spelling. For possible exemptions contact the Education and Human Development Academic Discovery Center.
- Students entering the program after June 1, 2013 will be required by the State of Idaho to have an additional endorsement as part of the Standard Elementary Certificate. The endorsement options currently are science, math, language arts, and social studies (see suggested graduation plan for Elementary Education (990) majors).

- Students enrolled before June 1, 2013 must pass Praxis II exams 5031 and 0622 (or equivalent exams listed on the Praxis website) as required by Idaho state licensure requirements.
- Students enrolled on or after June 1, 2013 must pass Praxis II exam 5031 (or an equivalent exam listed on the Praxis website) and the Praxis II exam applicable to the specific single subject endorsement for the subject chosen by the student
- Students must maintain a 3.0 cumulative GPA in required courses for continuation in the program.
- Students must earn a C- or better in all required courses.

SECONDARY EDUCATION

Secondary Education serves many other campus departments that offer secondary teaching majors and minors that lead to certification in grades 6-12. Secondary education is not a major. Students interested in pursuing secondary certification will select a teaching major and teaching minor or enroll in one of the available composite programs. Students successfully completing a secondary education program will be eligible to apply for the grade 6-12 Idaho Education Teaching License.

Secondary Education Core Requirements

- Students must maintain a 3.0 cumulative GPA in all education courses and major/minor courses (unless otherwise designated by their major department) for continuation in the program and to student teach.
- Students must earn a C- or better in all secondary education core courses.
- Students must successfully complete a performance-based field experience in each required practicum.
- Students must take and pass the following exam in order to qualify for student teaching and certification:
 *Praxis II Content Area Exams for major and minor areas of study. Information about which exams to take and content covered can be obtained by going to <http://www.ets.org/praxis> and/or contacting the Academic Discovery Center in the college that houses your major.

SPECIAL EDUCATION

Special Education (SPED) prepares students to support the instruction and development of children with disabilities in both public and private settings from kindergarten to twelfth grade and to seek certification in the state of Idaho as a Special Education Generalist (K-12) without a content specialization.

- Requirements for Continuation: Each student must pass proficiency exams in the areas of math, language (writing and spelling), technology, and demonstrate professional disposition as defined by department (measured in ED 200). Details are available from the college Academic Discovery Center.
- Students must maintain a 3.0 cumulative GPA in major courses for continuation in the program.
- Students must earn a C- or better in all major courses.
- Students must successfully complete a performance-based field experience in each required practicum.
- Students must take and pass the following exams in order to qualify for student teaching and certification:
 *Praxis II Exams (5543/0543 and 5031), or others as required by state licensure requirements)
 *Other Idaho State of departmental tests required for licensure (e.g. state literacy exams or technology exam)
- Beginning with their first 300-level field experience, all students must successfully complete a faculty review process to assure students are progressing satisfactorily in this program each semester.

- In the semester prior to student teaching, students must present a professional work sample portfolio to a Portfolio Review Committee documenting their acquisition of knowledge, skills, and competencies essential to becoming effective professionals. SPED majors may not proceed to student teaching without the committee's recommendation.

SECONDARY EDUCATION MAJORS

- #Art Education: See the Art section of this catalog
- Art Education Composite: See the Art section of this catalog
- Biology Education: See the Biology section of this catalog
- Biology Education Composite: See the Biology section of this catalog
- Chemistry Education: See the Chemistry section of this catalog
- Earth Science Education: See the Geology section of this catalog
- English Education: See the English section of this catalog
- English Education Composite: See the English section of this catalog
- Family & Consumer Sci. Ed. Composite: See the Home & Family Ed. section of this catalog
- *History Education: See the History section of this catalog
- Mathematics Education: See the Mathematics section of this catalog
- Music Education Composite: See the Music section of this catalog
- Physics Education: See the Physics section of this catalog
- *Social Studies Education Composite: See the History section of this catalog
- ##Spanish Education: See the Foreign Language section of this catalog
- Theatre & Speech Education: See the Theatre section of this catalog

SECONDARY EDUCATION MINORS

- *American Government Education: See the Political Science section of this catalog
- Art Education: See the Art section of this catalog
- Biology Education: See the Biology section of this catalog
- Chemistry Education: See the Chemistry section of this catalog
- *Chinese Education: See the Foreign Language section of this catalog
- Earth Science Education: See the Geology section of this catalog
- *Economics Education: See the Economics section of this catalog
- English Education: See the English section of this catalog
- *French Education: See the Foreign Language section of this catalog
- *Geography Education: See the Geography section of this catalog
- *German Education: See the Foreign Language section of this catalog
- *History Education: See the History section of this catalog
- Mathematics Education: See the Mathematics section of this catalog
- Natural Science Education: See the Geology section of this catalog
- Online Instruction Endorsement:
- *Physical Science Education: See the Physics section of this catalog
- Physics Education: See the Physics section of this catalog
- *Russian Education: See the Foreign Language section of this catalog
- Spanish Education: See the Foreign Language section of this catalog
- **TESOL Education: See the Foreign Language section of this catalog
- Theatre & Speech Education: See the Theatre section of this catalog

- *Some majors are more employable than other majors. Thus, please consult with your advising office or career services office before selecting a major or minor. Majors with asterisks have been less employable in the past year(s), according to the 2011 Job Search Handbook for Educators, American Association of Employment Educators, 45th Edition.
- **Student should be aware that the TESOL endorsement (minor) may be required for employment in major metropolitan areas and for placement in some student teaching partner schools.
- ***An endorsement in Online Education is now offered. More information can be provided by contacting the Educational Advisement Center, Hinckley 309.
- #May become a K-12 endorsement by taking the Elementary Education methods course.
- ##All Foreign Language majors can be endorsed to teach K-12.

BS in Elementary Education (990-184)
Science Emphasis

Complete required Foundation courses- 40 Credits

Major Requirements

No Grade Less Than C-

Core courses		<i>Cont. from previous column</i>	Science Courses	<i>Program Notes:</i>
<i>Take these courses:</i>			<i>Take these courses:</i>	
ED 200	2	ED 444	2	
ED 243	4	ED 448	3	
ED 259	4	ED 449	6	
ED 304E	3	ED 492	10	
ED 312	2	ENG 355	3	
ED 341 or ED 342	2	GEOG 110	3	
ED 344	3	HIST 115	2	
ED 345	3	HRHP 343	2	
ED 347	2-4	MATH 205	3	
ED 441	2	MATH 206	2	
ED 442	2	SPED 310	3	
<i>Cont. in next column</i>			68	
			10	

Total Major Credits=78

Additional Elective Credits Required for Graduation=2

This major is available on the following tracks:

Fall-Winter---- YES

Winter-Spring---- YES

Spring-Fall---- YES

BS in Elementary Education (990-185)
Social Studies Emphasis

Complete required Foundation courses- 40 Credits

Major Requirements

No Grade Less Than C-

Core courses		<i>Cont. from previous column</i>	Social Studies Courses	<i>Program Notes:</i>
<i>Take these courses:</i>			<i>Take these courses:</i>	
ED 200	2	ED 444	2	
ED 243	4	ED 448	3	
ED 259	4	ED 449	6	
ED 304E	3	ED 492	10	
ED 312	2	ENG 355	3	
ED 341 or ED 342	2	GEOG 110	3	
ED 344	3	HIST 115	2	
ED 345	3	HRHP 343	2	
ED 347	2-4	MATH 205	3	
ED 441	2	MATH 206	2	
ED 442	2	SPED 310	3	
<i>Cont. in next column</i>			68	
			12	

Total Major Credits=80

This major is available on the following tracks:

Fall-Winter---- YES

Winter-Spring---- YES

Spring-Fall---- YES

Secondary Education Teacher Core

Major Requirements

Major Requirements <i>Take these courses:</i> ED 200* 2 ED 304 3 ED 461 3 ED 492 10 SPED 360 2 <hr style="width: 50%; margin-left: 0;"/> 20	Field Experience <i>Take 1 course:</i> (Take one of the following practicum experiences appropriate for your major) AGRON 297 2 ART 314 3 BIO 305 2 ED 361 3 HFED 205 2 MUSIC 377B 1 MUSIC 483 2 <hr style="width: 50%; margin-left: 0;"/> 1	Program Notes: * Take during your 3rd or 4th semester.
Total Credits=21		

Teacher Education Pre-approved Clusters

Please note that the Education Clusters will not allow a student to teach in public schools.

General Education 3300

<i>Take these courses:</i>	
ED 200 History and Philosophy of Education	2
ED 304 Educational Psychology	3
<i>Take 7 credits:</i>	
CHILD 210 Child Development	3
ED 109 Introduction to Education	2
ED 206 Technology and Teacher Productivity	1
ED 241 Elementary Early Field Experience	3
ED 242 Motivation and Management	2
ED 312 Culture and Diversity	2
ED 402 Linguistically Diverse Students - Assessment	3
Any Secondary Content Methods**	2-3
Total Credits	12

*Prerequisite of ED 361 or any Sec. Content Methods Course

Elementary Literacy 3301

<i>Take these courses:</i>	
ED 200 History and Philosophy of Education	2
ED 344 Comprehensive Literacy 1	3
ED 345 Comprehensive Literacy 2	3
<i>Take 4 credits:</i>	
ED 312 Culture and Diversity	2
ED 346 Literacy Practicum	1
ED 402 Linguistically Diverse Students - Assessment	3
ED 441 Language Arts Methods	2
ENG 355 Childrens Literature	3
Total Credits	12

Educational/School Psychology 3302

<i>Take these courses:</i>	
ED 424 ECSE Assessment	4
SPED 310 Exceptional Students (P-6th Grade)	3
<i>Take 5 credits:</i>	
ED 344 Comprehensive Literacy 1	3
ED 345 Comprehensive Literacy 2	3
ED 402 Linguistically Diverse Students	3
SPED 422 Emotional and Behavioral Disorders	2
SPED 423 Autism Spectrum Disorders	2
Total Credits	12

Elementary Methods of Teaching 3303

<i>Take these courses:</i>	
CHILD 210 Child Development	3
ED 200 History and Philosophy of Education	2
ED 242 Motivation and Management	2
<i>Take 6 credits:</i>	
ED 341 Elementary Art Methods	2
ED 342 Elementary Music Methods	2
ED 442 Elementary Math Methods	2
ED 443 Elementary Science Methods	2
ED 444 Elementary Social Studies Methods	2
HRHP 343 Elementary P.E. Methods	2
Total Credits	13

Education 3305

<i>Take these courses:</i>	
ED 200 History and Philosophy of Education	2
ED 242 Motivation and Management	2
ED 304 Development, Cognition and Understanding	3
<i>Take 5 credits:</i>	
CHILD 210 Child Development	3
ED 109 Introduction to Education	2
ED 206 Educational Technology	1
Any Secondary Content Methods**	2-3
Total Credits	12

**Secondary Method Content Courses

AGED 452 Methods of Teaching Agriculture	3
ART 414 Secondary Art Methods 2	3
BIO 405 Teaching Methods for the Biological Sciences	3
CHEM 405 Chemistry Teaching Methods	2
ENG 430 Teaching English in Secondary Schools	3
GEOL 405 Methods of Teaching Earth Science	3
HIST 405 Secondary Methods - Social Science	3
HFED 405 Methods of Teaching Family and Consumer Sciences	3
MATH 490 Secondary Education Mathematics Teaching Methods	2
MUSIC 487 Teaching Strategies	2
PH 403 Methods of Physics Teaching	2
SPAN 377 Spanish Teaching Methods	3
TA 405 Theatre and Speech Methods	3

Course Descriptions

Credits*

ECD 350 Early Childhood Development: Toddler Core Principles (3:3:0)

Course Fees: \$65.00

Prerequisites: CHILD 150 and CHILD 210; or CHILD 300 and ED 200

Concurrent requisite: ECD 350L

Students will use developmental knowledge, collaboration, and assessment, to prepare and create developmentally appropriate activities for toddlers both with and without special needs through play; with an emphasis in the areas of music, movement, books/literacy, art, make believe, fine and gross motor, sensory, and blocks. Knowledge documenting toddler development, and collaborating with families and professionals in the field of early childhood will be emphasized.

(Winter, Spring, Fall)

ECD 350A Early Childhood Development: Toddler Fundamental Principles (1:1:0)

Total Course: \$65.00

Co-requisites: ED 200 and CHILD 300; or CHILD 150 and CHILD 300

Students will learn how developmental knowledge, collaboration with families and professionals, and assessment are used to create developmentally appropriate activities for all toddlers. Music, movement, books, literacy, art, make believe, fine and gross motor, and sensory and blocks will be emphasized. The course will address licensing standards including CPR, First Aid, and background checks. Should be taken the 2nd block of the semester before enrolling in ECD 350L.

(Winter, Spring, Fall)

ECD 350B Early Childhood Development: Toddler Applied Principles (2:2:0)

Prerequisites: ECD 350A; and CHILD 300 and ED 200, or CHILD 150 and CHILD 210

Concurrent requisites: ECD 350L; Child Development majors will also need CHILD 350

Students will practice and use developmental knowledge, collaboration with families and professionals, and assessment to prepare and create developmentally appropriate activities for all toddlers through play. Music, movement, books, literacy, art, make believe, fine and gross motor, sensory, and blocks will be emphasized.

(Winter, Spring, Fall)

ECD 350L Early Child Development: Toddler Lab (2:0:7)

Course Fees: \$20.00

Concurrent requisites: ECD 350 or ECD 350B, Child Development majors will also need CHILD 350.

Course Requirement: Prior semester application required

Students will receive knowledge and practical, hands-on experience working with toddlers both with and without special needs and their families in a campus lab setting with a home visit component. In the lab, child focused planning will be determined by family collaboration, assessment, family identified goals and outcomes, and/or Individualized Family Service Plan (IFSP) identified goals and outcomes, and child interest. Students will develop activity plans, perform assessments, monitor progress, and document growth based on these elements. Students must apply to be accepted into this course the semester before they want to register. This course is a co-requisite to ECD 350: Toddler Core Principles.

(Winter, Spring, Fall)

ECD 360 Early Childhood Development: Preschool Core Principles (3:3:0)

Course Fees: \$60.00

Prerequisites: CHILD 150 and CHILD 210; or ED 200 and CHILD 310; or ED 200 and CHILD 210

Concurrent requisites: ECD 360L; Child Development majors will also need CHILD 350

Students will use developmental knowledge, collaboration, and assessment, to prepare and create developmentally appropriate lessons for preschool children both with and without special needs. Curriculum development and implementation, child guidance, observation and assessment, and collaboration with parents and others in the early childhood community will be emphasized. Students will be expected to apply knowledge learned from this class to the preschool practicum.

(Winter, Spring, Fall)

ECD 360A Early Childhood Development: Preschool Fundamental Principles

(1:1:0)

Total Course: \$65.00

Co-requisites: CHILD 150 and CHILD 210 (PPE Majors); or CHILD 150 and CHILD 310 (CD Majors); or ED 200 and CHILD 310 (ECSE Majors); or ED 200 and CHILD 210 (FCS Majors)

Students will learn how developmental knowledge collaboration with families and professionals and assessment are used to prepare and create developmentally appropriate lesson plans for all preschool-aged children. The importance of play across curriculum areas will be emphasized. The course will address licensing standards including CPR, First Aid, and background checks. Should be taken the 2nd block of the semester before enrolling in ECD 360L.

(Winter, Spring, Fall)

ECD 360B Early Childhood Development: Preschool Applied Principles (2:2:0)

Prerequisites: ECD 360A; and CHILD 150 and CHILD 210 (PPE Majors), or ED 200 and CHILD 310 (ECSE Majors), or CHILD 150 and CHILD 310 (CD Majors), or ED 200 and CHILD 210 (FCS Majors)

Concurrent requisites: ECD 360L; Child Development majors will also need CHILD 350

Students will practice and use developmental knowledge, collaboration with families and professionals and assessment are used to prepare and create developmentally appropriate lesson plans for all preschool-aged children. Curriculum development and implementation, child guidance, and observation and assessment will be emphasized. Students will be expected to apply knowledge learned from this class to the preschool practicum.

ECD 360L Early Childhood Development: Preschool Lab (2-4:0:12)

Course Fees: \$20.00

Current requisites: ECD 360 or ECD 360B; Child Development majors will also need CHILD 350; PPE majors will also need CHILD 290R and CHILD 212

Course Requirement: Prior semester application required.

Students will receive knowledge and practical, hands-on experience working with preschool aged children both with and without special needs and their families in a campus lab setting with a home visit component. In the lab, child focused planning will be determined by family collaboration, assessment, family identified goals and outcomes, and/or Individualized Education Programs (IEP) identified goals and outcomes, and child interest. This course will prepare the student to have experiential use and application of core principle, including developmental appropriate practices, preschool curriculum development and implementation, child guidance, observation and assessment, and collaboration with parents and others. This course is a co-requisite to ECD 360: Early Childhood Development: Preschool Core Principles.

(Winter, Spring, Fall)

ECD 370 Early Childhood Development: Teaching Preschool (3:3:0)

(3:3:0)

Prerequisites: ECD 360, ECD 360B, or CHILD 230

Concurrent requisites: ECD 370L and CHILD 440

This course focuses on curriculum development, teaching and working with preschool children, emphasis on lead teaching skills, and support of children's play.

(Winter, Spring, Fall)

ECD 370L Early Childhood Development: Teaching Preschool Lab (4:0:12)

(4:0:12)

Prerequisite: ECD 360L

Concurrent requisites: ECD 370 and CHILD 290R

Course Requirement: prior semester application required

Second level preschool practicum for students majoring in Professional Preschool Education. Students will function primarily as a lead teacher in the campus preschool laboratories, writing and implementing curriculum plans, and adapting curriculum for children with diverse abilities.

(Winter, Spring, Fall)

ECD 380 Early Childhood Development: Program Management (2:2:0)

(2:2:0)

Prerequisites: CHILD 440 and ECD 370

Concurrent requisites: ECD 380L and CHILD 350

Students will manage experiences for young children and their families. Students will collaborate and build the leadership skills required of a team. They will be responsible for record keeping, staff development, budget, in-service training, parent communication, accreditation, and operation of the early childhood environment. Discussion will focus on issues relating to the care and education of young children.

(Winter, Spring, Fall)

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ECSE 380L Early Childhood Development: Program Management Lab (4:0:12)

Concurrent requisites: ECD 380, current first aid and CPR certification

Course Requirement: Prior semester application required.

As the third level teaching experience for educators working with young children, students will demonstrate model teaching and coaching practices, provide needed in-service training to lab staff, and maintain lab facilities according to national accreditation standards. (Winter, Spring, Fall)

ECSE 421 Family and Community Relationships (3:3:0)

Prerequisite: ED 200

Perspective on providing family-focused services, with emphasis on families who have a child with special needs (birth through adulthood). Important issues to be discussed will be on empowering parents, strengthening family and professional partnerships, and inter-agency collaboration. Students will also develop a family service plan and have practical experience researching, accessing and linking families, and community resources. (Winter, Spring, Fall)

ECSE 425 Strategies for ECSE (4:4:1)

Course Fees: \$15.00

Prerequisite: ED 424

This course helps students understand and apply approaches and theory of intervention strategies, classroom management, child guidance, and direct teaching procedures, with young children with and without special needs. The students will learn to use theories of direct instruction and collaboration and team interventions. The students focus on a case study format of assessing present levels, implementing IFSP/IEP process, implementing strategies to meet goals, and monitoring child responsiveness and overall progress. (Winter, Spring, Fall)

ED 109 Introduction to Education (2:1:2)

With the knowledge that everyone is a teacher, this course is designed to answer the question: What kind of teacher will I be? Through an overview of university programs (ECSE, EEd, SecEd), structure of schools, learning and teaching, the teaching profession, great minds in education, and potential field experiences, students will be prepared to make a wise decision. (Winter, Spring, Fall)

ED 200 History and Philosophy of Education (2:2:0)

Prerequisite for SECED majors only: 20 semester credits completed

Elementary ED and Early Childhood/Special ED Majors: This course provides future teachers with a knowledge of the historical events, philosophies, and theories that have helped build American education; fosters in them an understanding of their own personal teaching philosophy; and encourages them to develop the wisdom to follow the Savior as they strive to become Master Teachers.

Secondary Ed Majors: This course is a cornerstone of secondary teacher preparation at BYU-I intended to be a threshold experience for students. Its purpose is to develop, in each of us, firm educational roots through understanding historical events, theories and philosophy of education, broadened perspectives, and enlightened discernment. We will be encouraged to increase wisdom to follow the Savior as we strive to become Master Teachers. (Winter, Spring, Fall)

ED 206 Education Technology (1:1:0)

An overview of electronic presentations, spreadsheets, concept maps, graphics, and desktop publishing. (Winter, Spring, Fall)

ED 210 Introduction to Online Teaching (3:3:0)

This course serves as an introduction to the online teaching endorsement. Students will be oriented to the requirements and competencies necessary for receiving the online teaching endorsement from the state of Idaho. The development of online education and the philosophies and practices of the field of online learning will be explored. Students will take a competency and concept assessment that will serve as a diagnostic tool to develop their future learning path. The class meets twice a week synchronously through our adobe connect classroom. (Winter, Spring, Fall)

ED 241 Elementary Early Field Experience (3:2:3)

Course Fees: \$22.50

Prerequisite: ED 200

This course is designed as an introductory practicum experience that allows students to assist in the regular elementary school classroom working with students and teachers. Students will have the opportunity to teach one-on-one, in small groups, and in whole class settings. Once a week, students will meet in an on-campus seminar for discussion of the practical experience and to receive teacher-guided instruction. Students will master basic lesson planning, classroom management, and be introduced to teaching strategies and professionalism. An encouraging environment for the practice and development of teaching skills will also be provided during the seminar. The practicum and seminar serve as a decision-making part of the education program, allowing students to decide if teaching should be their career choice. (Winter, Spring, Fall)

ED 242 Motivation and Management (2:2:0)

Prerequisite: ED 200

This course is intended for all education majors, those with education clusters, and those wanting to improve the management of children in an ecclesiastical or home setting. It is designed to provide models of discipline practices where agency and respect are fostered and to help bridge the gap between theory and practice through exploration of management and motivation theories, practices, and teaching strategies. Strategies learned, help in the creation and building of cooperative and inclusive classroom environments where all students are invited to actively participate. (Winter, Spring, Fall)

ED 243 Early Practicum: Instruction and Motivation (4:3:3)

Prerequisite: ED 200

This course is designed as an introductory practicum experience that allows students to immediately apply principles of instruction and classroom management in the regular elementary school classroom working with students and teachers. Students will have the opportunity to teach one-on-one, in small groups, and in whole class settings. Students will meet in an on-campus seminar for discussion of the practical experience and to receive teacher-guided instruction. Students will learn basic lesson planning, classroom management, and be introduced to teaching strategies and professionalism. (Winter, Spring, Fall)

ED 259 Integrated Science (4:3:3)

Prerequisites: ED 200 and FDSCI 101

The main objective of this class is to gain a solid foundation on content in Biology, Physical Science, and Earth and Space Science so students can be confident in teaching these concepts in elementary school classes. Students will learn basic concepts and principles of science and hands-on applications to aid in teaching elementary school level science activities. (Winter, Spring, Fall)

ED 304 Development, Cognition, Understanding (3:3:0)

Prerequisite: ED 200

Concurrent courses: ED 361 and SPED 360

Elementary Education Majors: This course is an intensive exploration of educational theories of learning and their impact on teaching methods and classroom practice. This course focuses on affective and cognitive development and the impact of brain research in memory and understanding.

Secondary Education Majors: This course is an exploration of teaching and learning through educational theories of development, cognition, and understanding and the impact of this information on teaching methods and classroom practice. This course includes specific focus on the affective and cognitive domains and the impact of brain research in memory and understanding. (Winter, Spring, Fall)

ED 304E Development, Cognition, Understanding (3:3:0)

Prerequisites: ED 200 and ED 243

This course is an exploration of teaching and learning through educational theories of development, cognition, and understanding, and the impact of this information on teaching methods and classroom practice. This course includes specific focus on the physical, cognitive, emotional, and social development of the child from young childhood to adolescence. (Winter, Spring, Fall)

<p>ED 312 Culture and Diversity (2:2:0) Prerequisite: ED 200 Students will analyze historic and present day relationships between the American educational system and cultural dynamics. They will identify prejudices and discriminatory practices, their causes and influence on education today. (Winter, Spring, Fall)</p>	<p>ED 347 Jr Practicum: Instruction and Motivation (2-4:1:4) Prerequisites: ED 243, ED 304E, and ED 344 Co-requisite: ED 345 This competency-based field experience is designed to apply understanding of learning and teaching in an authentic setting. Students will be working with elementary and middle school age children in public school classrooms or field placements. Through observation, mentoring, planning, and implementation, students will receive teacher-guided instruction to continue building expertise in lesson planning, classroom management, teaching strategies, and professionalism. (Winter, Spring, Fall)</p>
<p>ED 313 Culture and Diversity Practicum (1:0:2) Prerequisite: ED 200 This one credit additon to the ED 312 course is designed to give students experience in applying principles of cultural relativism. The course will consider individual and circumstantial responsiveness to the differences that exist in language, race, ethnicity, gender, class, age, ability, and religion. In addition to these variables a close investigation and analysis of language acquisition and development will be considered in light of helping teachers be more responsive to learning and development of the child with diverse backgrounds. This practicum will give the student opportunity to assess present levels of culturally and/or linguistically diverse students. After the assessment, students will determine learning needs and work with a child or group of ESL children two times a week for about an hour for 12 weeks to increase ability in language and learning. The practicum student is required to do on-going formative assessment and design instruction that meets individual needs. (Winter, Spring, Fall)</p>	<p>ED 361 Secondary Education Principles of Teaching (3:2:3) Prerequisites: ED 200 and ED 304 This course provides pre-service secondary education students opportunities working in public school classrooms. A minimum 40-hour practicum includes observation and instruction experiences. Curriculum design, lesson planning, classroom management, instructional strategies, and assessment will be taught and implemented. Integration of multiple secondary education content areas is encouraged. (Winter, Spring, Fall)</p>
<p>ED 341 Elementary Art Methods (2:2:0) Course Fees: \$15.00 Prerequisite: ED 200 This course provides K-12 pre-service teachers instructional experience in the visual arts. Emphasis is placed on the elements and principles of design, integration of the visual arts throughout the curriculum and instructional strategies aligned with the National Art Standards. (Winter, Spring, Fall)</p>	<p>ED 402 Linguistic Assessments and Strategies (3:3:0) Prerequisites: SPED 310 and ED 200 Introduction to the assessment and evaluation of culturally and linguistically diverse students. This class reviews and deepens the student's understanding of language structure, bilingual development, bilingual assessment, and bilingual education/intervention. (Winter, Spring, Fall)</p>
<p>ED 342 Elementary Music Methods (2:2:0) Prerequisite: ED 200 This course for K-12 pre-service teachers establishes a classroom environment for musical development. Emphasis will be on the nine National Standards for school music programs including appropriate songs, activities, resources, and instructional strategies. (Winter, Spring, Fall)</p>	<p>ED 409R Independent Readings and Projects (1-4:0:0) Repeatable Course: may earn maximum of 12 credits This course is designed as an independent study program, with content and objectives determined by the student and a faculty member. (Winter, Spring, Fall)</p>
<p>ED 343 Elementary PE Methods (2:1:2) Prerequisite: ED 200 This course is designed to provide the future teacher with the curricular knowledge, pedagogical skills, and practical application through peer and or practicum teaching necessary to teach physical education in the schools. (Winter, Spring, Fall)</p>	<p>ED 420R Online Endorsement Supervision (1-3:0:3) Repeatable Course: may earn maximum of 18 credits Prerequisite: ED 210 This course serves a supervisory purpose as individuals seeking the online teaching endorsement complete their individual learning plans which were developed in ED 210, the introductory course. The student chooses between 1-3 credits and meets accordingly with faculty 1-3 times a week for consultation in mastering endorsement competencies and preparing for the culminating experience of the course which is to student teach in an online course. (Winter, Spring, Fall)</p>
<p>ED 344 Idaho Comprehensive Literacy #1 (3:3:0) Prerequisite: ED 200 This course teaches linguistic and language structure basics related to early reading skills. Teacher candidates learn strategies, to differentiate instruction, and access early skills of phonological awareness, concepts of print, the alphabetic principle, phonics, syllables, and morphology. (Winter, Spring, Fall)</p>	<p>ED 424 ECSE Assessment and Evaluation (4:3:2) Course Fees: \$30.00 Prerequisites: FDMAT110, ED 200, ED 241, ED 344, ED 345, SPED 221, SPED 310, FDMAT 108, MATH 100A, MATH 100B, MATH 101, FDMAT 108T Students are introduced to and required to apply test and measurement theory, including the selection, administration, and interpretation of assessment tools. The class includes assessment strategies spanning the continuum from informal to formal. Child progress monitoring and program evaluation are also included. Students use assessment data in mock MDT and IEP meetings to make decisions about children. Concepts are applied via video case studies and direct assessment of children. (Winter, Spring, Fall)</p>
<p>ED 345 Idaho Comprehensive Literacy #2 (3:3:0) Prerequisites: ED 200, ED 241, ED 344, MATH 100A, MATH 100B, MATH 101, FDMAT110 In this course, teacher candidates learn strategies to teach and assess reading skills of fluency, expanded vocabulary, comprehension, and writing. Assessment is a strong component of this course. (Winter, Spring, Fall)</p>	<p>ED 427 ECSE Senior Practicum (4:3:3) Prerequisites: ED 200, ED 241, SPED 221, ED 442, ED 443, ED 444, SPED 310, MATH 100A, MATH 100B, MATH 101, FDMAT110 Students will receive practical, hands-on experience in classroom management, curriculum design, and collaboration while working in a public or private kindergarten classroom. Hours include time in public schools with a weekly seminar. (Winter, Spring, Fall)</p>
<p>ED 346 Literacy Practicum (1:0:2) Prerequisites: ED 200, ED 241, MATH 100A, MATH 100B, MATH 101, FDMAT110 This is a supervised practicum experience during which teacher candidates apply the knowledge of reading instruction and assessment learned in ED 344 and ED 345. (Winter, Spring, Fall)</p>	

Teacher Education

Brigham Young University–Idaho 2014-2015

ED 441 Language Arts Methods

(2:2:0)

Prerequisites: ED 200, ED 241, ED 345, FDENG 101, FDENG 201, MATH 100A, MATH 100B, MATH 101, FDMAT110

This course is designed to introduce teacher candidates to a vast array of instructional strategies appropriate for teaching grammar, punctuation, spelling, vocabulary, handwriting, and forms of communication to students in grades K-8. Students will pre-assess their skills in grammar, punctuation, spelling, and vocabulary, and develop a personal study plan for the semester. Students will learn how to design lessons in the four methods of instruction, teach lessons in the six areas, develop resources for teaching language arts, and develop skills in integration of content areas.

(Winter, Spring, Fall)

ED 442 Elementary Math Methods

(2:2:0)

Prerequisites: MATH 100A, MATH 100B, ED 200, ED 241, MATH 205, MATH 101, FDMAT110

This course provides K-8 pre-service teachers with instructional strategies in mathematics aligned with the National Council for Teachers of Mathematics (NCTM).

(Winter, Spring, Fall)

ED 443 Science Methods

(2:2:0)

Prerequisites: ED 200, ED 241, ED 259, MATH 100A, MATH 100B, MATH 101, FDMAT110

This course provides K-8 pre-service teachers with inquiry-based instructional strategies aligned with National Education Standards. The Big Ideas of science and science integration will be emphasized.

(Winter, Spring, Fall)

ED 444 Elementary Social Studies Methods

(2:2:0)

Prerequisites: ED 200, ED 241, FDMF 101, HIST 201, MATH 100A, MATH 100B, MATH 101, FDMAT110, HIST 202

This course provides K-8 pre-service teachers with instructional strategies aligned with the National Council of the Social Studies and the National Standards. The ten themes and major concepts of social studies will be emphasized.

(Winter, Spring, Fall)

ED 448 Assessment and Evaluation in Education

(3:3:0)

Prerequisites: ED 200, ED 241, MATH 100A, MATH 100B, MATH 101, FDMAT110

This course assists the K-8 pre-service teacher in developing and applying skills in the use of assessment, the construction of assessment devices, and analysis of test results with the ability to communicate student achievement in various settings.

(Winter, Spring, Fall)

ED 449 Elementary Senior Practicum

(6:2:12)

Prerequisites: MATH 100B, ED 200, ED 241, ED 346, MATH 101, MATH 100A, FDMAT110

This course combines educational theory and practical experience in a K-8 classroom. The Idaho Standards for Teacher Certification are emphasized in order to prepare students for student teaching. Hours include two full days per week in a public school classroom with an additional weekly seminar.

(Winter, Spring, Fall)

ED 461 Reading in the Content Area

(3:2:3)

Prerequisites: ED 200, ED 304, and ED 361

This senior level course is designed to immediately precede the student teaching semester. It is recommended that students take this course in conjunction with their content and general secondary methods courses. Students are taught assessment first planning and develop the ability to facilitate learning through fostering general and content specific literacy skills. Prospective teachers will continue development of general teaching abilities with a focus on selection and creation of learner appropriate curriculum materials. Practical application of the skills of this and all previous courses are facilitated by 25-30 hours per semester of lab experience in local secondary schools.

(Winter, Spring, Fall)

ED 492 Student Teaching

(10:0:0)

Course Fees: \$90.00

Prerequisite: All coursework is to be completed before registering for this course.

Student Teaching is the culminating experience, the capstone of the academic and professional training of a pre-service teacher. A twelve week practicum is completed in the public school classroom. A weekly seminar will serve as the forum in which student teachers can address challenges and concerns while sharing experiences, expertise, and successes. There are a vast number of education students that BYU-Idaho is trying to service. Because of this, be aware of the following: 1. There is a STRONG probability that your student-teaching placement will be a distant site. (Las Vegas, South Salt Lake and Davis County, Mesa, Boise) 2. Distant-site placements are limited to certain locations that have been organized for BYU-Idaho students. These sites have been researched and contacts made in order to help BYU-Idaho students gain a student-teaching experience. 3. There will be a disruption in your regular routine in order to participate in your student-teaching experience. You may need to move to a new area and re-establish your "home". This may require you purchasing new items that you deem necessary. Also be aware that there may be additional expenses in transportation, housing, food, and utilities involved in your distant-site placement. 4. If you are in a campus-based placement, there will most likely be significant commuting for many of you. 5. There will be some unanticipated program expenses that develop through the program such as Praxis PLT, fingerprinting, and/or background checks. These are expenses that are not BYU-Idaho based, but mandated by school districts or the state.

(Winter, Spring, Fall)

ED 494 Student Teaching Seminar

(2:0:0)

This course is only available to students who are currently student teaching. It is a seminar-based class where student teachers have the opportunity to gather in person and through I-Learn discussion boards to more deeply explore issues related to the teaching profession and to read about, ponder and discuss ways to become better teachers. Six online modules and a few local seminars will be held at each of the student teaching sites (currently South Salt Lake, Davis County, Las Vegas, Mesa, and Southeast Idaho) over the course of the semester.

(Winter, Spring, Fall)

SPED 221 Issues in Special Education

(2:2:0)

This course is a seminar class dealing with current issues in the field of special education.

(Winter, Spring, Fall)

SPED 300 Assistive Technology

(2:2:0)

This course is an introduction to assistive technology devices and services when working with students with disabilities in a public education environment. The legal basis for assistive technology will be the foundational structure for exploring the use of assistive technology for assessment; the use of assistive technology for access; the use of assistive technology to support academic learning; and the use of assistive technology as an augmentative communication tool.

(Winter, Spring, Fall)

SPED 310 Exceptional Students: P-Grade 6

(3:3:0)

Prerequisites: ED 200 or CHLD 150

This course will emphasize the types and developmental patterns of specific exceptionalities (including giftedness and poverty), addressing risk factors, etiology, characteristics, and classification of common disabilities. Focus will also be on legal issues, parent/student rights, responsibilities of teachers, both general education and special education, quality teaching for ALL students, including intervention strategies, accommodations, and the use of community resources to meet children's individual needs. Child maltreatment, including legal requirements, is introduced.

(Winter, Spring, Fall)

SPED 360 Exceptional Students: Grade 6-12

(2:2:0)

Prerequisites: ED 200 and ED 304

This course is an introduction to Special Education for Secondary Education Majors. Course content includes history, laws, assessment, and descriptions of common exceptionalities encountered in secondary school classrooms. Special emphasis is given to resources, classroom management, and appropriate teaching practices.

(Winter, Spring, Fall)

SPED 380 Legal Issues (3:3:0)

Prerequisite: SPED 310

An in-depth examination of special education law, including the policies and procedures implemented in public education. IDEA, Section 504 and ADA will be compared and applied to the school setting. The six basic principles of IDEA and their implementation in special education service will be studied along with the legal requirements of disciplinary procedures for students with disabilities. Students will learn their role in ensuring that legal rights and responsibilities of students with disabilities, their parents, and teachers are protected.

(Winter, Spring, Fall)

SPED 381 Evidence-Based Practices (3:3:0)

Prerequisite: SPED 310

An introduction to evidence-based practices as related to the field of special education. Types of educational research will be examined along with legal policies and criteria for identifying evidence-based practices. Students will be exposed to current evidence-based practices such as Response to Intervention and Positive Behavioral Interventions and Supports and their implementation in the educational environment.

(Winter, Spring, Fall)

SPED 391 Teaching Reading/Language Arts to Students with Disabilities (3:3:0)

Prerequisites: SPED 310, ED 424, and ED 345

Co-Requisite: ED 441

Prospective special education teachers will explore methods, strategies, and accommodations for teaching reading and language arts within the context of special education. Cognitive, social, and learning characteristics of students with reading difficulties will be defined. Students will have the opportunity to administer informal and formal reading assessments, interpret assessment data, and plan curriculum based on assessment outcomes. This course will be offered in a hybrid format.

(Winter, Spring, Fall)

SPED 392 Teaching Math to Students with Disabilities (3:3:0)

Prerequisites: SPED 310, and ED 424

Co-Requisite: ED 442

Prospective special education teachers will explore methods, strategies, and accommodations for teaching math within the context of special education. Cognitive, social, and learning characteristics of students with math difficulties will be identified. Students will have the opportunity to administer informal and formal math assessments, interpret assessment data, and plan curriculum based on assessment outcomes. This course will be offered in a hybrid format.

(Winter, Spring, Fall)

SPED 393 Social Behavior Strategies for Student with Disabilities (3:3:0)

Prerequisites: SPED 310 and ED 424

Prospective special education teachers will explore methods, strategies, and accommodations for teaching students with emotional and behavioral disorders. Cognitive, social and learning characteristics of students with emotional and behavioral disorders will be identified. Students will have the opportunity to administer informal and formal social and behavioral assessments, interpret assessment data, and plan curriculum based on assessment outcomes. Positive Behavioral Interventions and Supports as well as Behavioral Intervention Plans will also be developed using assessment outcomes. This course will be offered in a hybrid format.

(Winter, Spring, Fall)

SPED 400 Practicum- Elementary Education (4:3:3)

Prerequisites: SPED 391, SPED 392, and SPED 393

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in an elementary school setting grades K-8. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.

(Winter and Fall)

SPED 422 Emotional and Behavioral Disorders (2:2:0)

Prerequisites: SPED 310 or SPED 360

Introduction to behavior management: an elective course providing students with an in-depth look at emotional and behavioral disorders, their impact on development and learning, and appropriate home, classroom, and community interventions.

(Winter, Spring, Fall)

SPED 423 Autism Spectrum Disorders (2:2:0)

Prerequisites: SPED 310 or SPED 360

Designed as an elective course for students desiring a more in-depth knowledge and understanding of autism spectrum disorders. Topics include the history, diagnostic criteria, current research and theories, family impact, and researched-based strategies/interventions for working with individuals with autism.

(Winter, Spring, Fall)

SPED 441 Students with Severe Disabilities (3:3:0)

Prerequisites: SPED 380, SPED 381, and ED 424

Prospective special education teachers will be introduced to the medical, cognitive, motor and communication needs of students with severe disabilities. The requirements and procedures for alternative assessment will be taught and implemented. Emphasis will be placed on designing curriculum including technology for students with severe disabilities. Legal and ethical considerations for providing educational services for students with severe disabilities will be explored.

(Winter, Spring, Fall)

SPED 442 Curriculum & Instruction for Secondary Students (3:3:0)

Prerequisites: SPED 391, SPED 460, SPED 392, and SPED 393

Federal and state policies and procedures regulating services for secondary students with disabilities will be reviewed. Students will be introduced to the physical, cognitive and behavioral characteristics of adolescents. Common teaching models for secondary education will be explored along with instructional methods for teaching core content to secondary students with disabilities. Students will become acquainted with post-secondary options and transition services for students with disabilities.

(Winter, Spring, Fall)

SPED 460 Practicum- Secondary Education (4:3:3)

Prerequisites: SPED 391, SPED 442, SPED 392, and SPED 393

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in a secondary school setting grades 6-12. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise, and successes.

(Winter and Fall)

SPED 492 Student Teaching- Special Education (10:0:0)

Prerequisites: SPED 400 and SPED 460

Student teaching is the culminating experience and capstone of the academic and professional training of a pre-service teacher. This practical experience lasts a minimum of thirteen weeks and is completed in a public school classroom. A weekly seminar will serve as the forum in which student teachers can address challenges and concerns while sharing experiences, expertise, and successes. The seminar is accompanied by preparatory experiences, including reading and writing assignments, reflection, and collaboration with others. Students are required to build a portfolio that they present and defend before a panel of faculty near the end of student teaching. Students who apply are recommended by faculty, and are selected and given the opportunity to be placed in partner schools and internships.

(Winter and Fall)